DOCUMENT RESUME

ED 058 538 AC 012 251

TITLE	Report: Third Regional Seminar, Southeastern Region Adult Basic Education Staff Development Project (New Orleans, May 5-10, 1970).
INSTITUTION	Southern Regional Education Board, Atlanta, Ga.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	May 70
NOTE	84p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; Adult Education; Educational Change; Educational Planning; Educational Programs; Expectation; Feedback; Geographic Regions; Group Discussion; Professional Personnel; Program Evaluation; Projects; *Regional Cooperation; *Seminars; *Southern States; *Staff Orientation; State Departments of Education; Teacher Education; Universities

ABSTRACT

The regional seminars of the Southern Regional Education Board (SREB) are designed to provide inservice training and planning experiences to foster the professional growth of state department of education, university, and local AE/ABE staff members. The third regional seminar was aimed at developing ongoing, self-supporting training programs within each state and concentrated on assisting key persons in state education departments and universities to develop college and university capabilities for preservice and inservice training of staff in Adult and Adult Basic Education. The seminar was opened with a general session, in which introductory remarks were presented. Following these remarks, the first assignment was presented to the participants, who separated into professional groups. After the group discussion sessions, feedback sessions were held to examine some of the common expectations of all participants. Inputs from the group discussions served as springboards for the state planning meetings. The states conducted their planning exercise, keeping in mind the following question: Taking the current state of staff development in your state, what specific next step shall be formulated or enacted for professional staff development in the coming year? At the closing session, changes that would be effected in adult education were discussed and evaluatory remarks made. (Author/CK)

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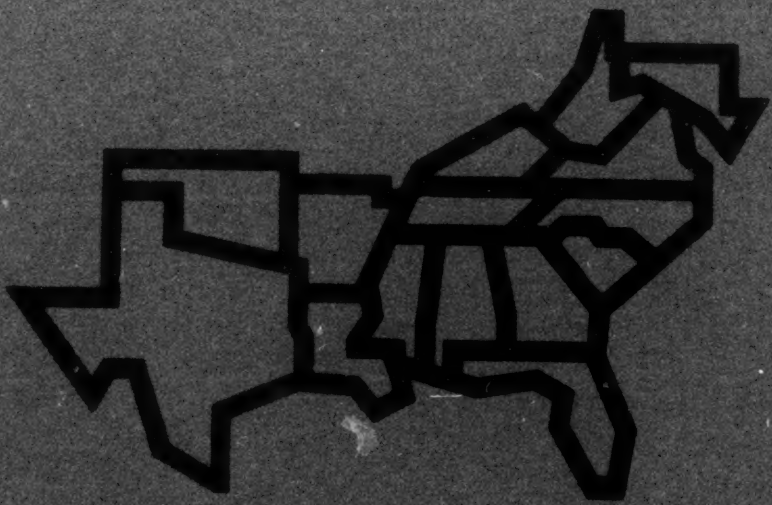
ED 058538

SEMINAR REPORT

THIRD REGIONAL SEMINAR
SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

New Orleans, Louisiana
May 1970



SOUTHERN REGIONAL EDUCATION BOARD

REPORT:

THIRD REGIONAL SEMINAR
SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

The Royal Orleans Hotel, New Orleans, Louisiana
May 5-10, 1970

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CONTENTS

PREFACE. v

INTRODUCTION vii

SUMMARY. ix

PRE-SEMINAR ACTIVITIES 3

  Background Information. 3

    Initial Concerns 3

    Design Procedures. 4

    Staff Concerns 5

  Planning Group Orientation. 6

    Staff and Consultant Meetings. 6

    Full Planning Group Meetings 6

SEMINAR PROGRAM. 10

  First General Session 10

  Professional Group Discussions. 12

  First Feed-Back Session 16

  Second Feed-Back Session. 18

  Training Design - Socio-Technical System. 21

  State Meetings. 22

  First Planning Group Meeting. 22

  Presentation of University Papers 24

    Overview 24

    Panel One. 25

    Panel Two. 28

    Panel Three. 32

    Summary. 39

CONTENTS (Con't)

Second Planning Group Meeting. 40

Final Seminar Activities 42

  Presentation by William Phillips. 42

  State Reports 43

  Staff Reactions 53

  Comments by James Dorland 55

  Final Planning Group Meeting. 56

APPENDIXES

SREB Professional Development Model. 61

Training Design - Socio-Technical System 63

State ABE Directors. 73

Regional Project Staff 74

Regional Seminar Consultants 74

Office of Education Program Offices. 74

Staff Associates 75

Regional Seminar Participants. 75

PREFACE

This publication reports the third in a series of regional seminars sponsored by the Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board (SREB). Through this series of seminars, the involvement of state groups in cooperative regional activities has been increased greatly during this, the first year of the Project. Planning for the first seminar in Atlanta was the sole responsibility of the consultants and staff. For the second meeting in Daytona, planning expanded to include the views of state directors and representatives from the universities, state departments of education, and local ABE programs.

The most important innovation of this third seminar was the addition of the staff associates to the planning group. These individuals, regular members of state department staffs, indicate the degree of growth and relevance which this program has achieved. Seminar design reflects the joint thinking of regional staff, consultants, and these associates, who were nominated by each state director.

Within the region, there is now an ongoing group which actively participates in planning these meetings, insuring their direct focus on professional development concerns of the various states, and helping to determine means of seeking relevant solutions.

We appreciate the cooperation of the state directors in assigning these individuals to work with us and are especially indebted to the six staff associates:

Robert Walden	Alabama
Charles Lamb	Florida
Tommie Fuller	Georgia
Bonnie Hensley	Mississippi
William Smith	South Carolina
Charles Bates	Tennessee

They will continue to be regional resources and will also, hopefully, enhance professional staff development in their own states through this experience.

Edward T. Brown
Project Director
June 1970

INTRODUCTION

The regional seminars of the Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board (SREB) are designed to provide in-service training and planning experiences to foster the professional growth of state department of education, university, and local AE/ABE staff members. These seminars provide the opportunity for states, working cooperatively, to identify and address those problems and needs which are common throughout the region. In addition to opening lines of communication between the several states, the regional meetings provide a forum for the various professional groups associated with the ABE Staff Development Project to exchange ideas, air grievances, and define their roles in and identify potential resource contributions to the Project.

Through heterogeneous and homogeneous interaction in a working-group environment, concerns and ideas materialize which enable state groups to formulate plans for staff development programs and which lay the foundation for cooperative regional efforts in research, development of material, and training development guidelines.

As a follow-up to the New Orleans seminar, this report attempts to do more than just give an historical account of the proceedings at that meeting. It is hoped that the report will indicate progress the region has made in confronting and solving its common problems to date and will serve as a catalyst to the individual states in gauging the logical future steps to follow in furthering their ABE programs. Additionally, by focusing in detail on the efforts made to insure maximum regional involvement and input in designing this meeting, this seminar account tries to provide a model for planning future state and cooperative regional activities. For, it is believed, the process involved is almost as important to the Project and Project participants as the seminar itself.

SUMMARY

The Third Regional Seminar for the Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board (SREB) was held at the Royal Orleans Hotel in New Orleans, Louisiana, from May 5-10, 1970. Like the Atlanta meeting in November and the Daytona conference in February, this seminar was aimed at developing ongoing, self-supporting training programs within each state and concentrated on assisting key persons in state education departments and universities to develop college and university capabilities for pre-service and in-service training of staff in Adult and Adult Basic Education.

In planning for the seminar, the Project staff and consultants saw the necessity of incorporating into the seminar ideas and needs of the various resource groups at all levels from throughout the region. To do this, the associate project directors were in contact with university, state department, and local program personnel, gleaning from them concerns they wished addressed at the meeting. In April at the state directors' meeting in Tallahassee, suggestions for the content of the May seminar were solicited from the six state directors. Then, based on the combined, expressed needs of all groups, a tentative design was drafted by the regional staff consultants and modified by the state directors.

To insure maximum regional involvement and, thus, a completely relevant regional effort, the state directors were then asked to appoint one member from their staff to become part of the overall planning committee. These six "staff associates" met with the SREB staff and consultants one day prior to the seminar to help revise and sharpen the design and assisted in the ongoing operations of the seminar.

The seminar was opened with a general session at which Project staff members, Dr. Preston Torrence, Dr. Edward Brown, and Dr. Charles Kozoll, and the senior seminar consultant, Dr. Paul Sheats, outlined for the participants the opportunities presented by such a regional activity, the programs involved in the Staff Development Project, the ways in which the seminar had been planned, and the importance of the design process. Following these introductory remarks, the first assignment was presented to the participants.

For this task, participants separated into professional groups, each group under the leadership of a staff associate, and were asked to determine singularly and then discuss collectively their expectations for the seminar and the contributions their particular group could make to the furtherance of the Project goals. After the group discussion sessions, the various group responses were recorded on charts to be shown to all participants at the first feed-back session.

At that feed-back session, the moderator, Dr. Paul Sheats, questioned a reporter from each discussion group to underline and examine some of the common expectations of all participants and to determine the particular resources each group felt it could contribute to the staff development process.

Following this session, a second feed-back was held, this one in the form of a panel discussion conducted by the staff associates and moderated by Ed Easley. The purpose of this session was to gain the staff associates' perceptions of what occurred at the group discussions and to discover if, during the first feed-back session, anything presented in the discussions had been embellished, omitted, or misconstrued. The staff associates' discussion at this time served also to point out the dichotomy between group expectations and available resources.

Inputs from the group discussions, as determined through these feed-back sessions, served as springboards for the state planning meetings, along with two additional sources of information. As a fulfillment of the expressed need for more substantial input after the Daytona meeting, Ed Easley presented a comprehensive training design (socio-technical system) to be used as a model by state directors for effective staff development. In addition, a professor from each state in the region presented a short paper on an area of activity that was unique to his state. The six papers were presented in three panels, each composed of two presenting professors and an SREB staff member and a staff associate who questioned the presentations.

Following the training design input, the first state meetings were held. The states began or continued their planning exercise, keeping in mind the following question: Taking the current state of staff development in your state, what specific next step shall be formulated or enacted for professional staff development in the coming year? The second meeting of state groups took place after the professors presented their papers. The states were asked to address the following question: To what extent can what you learned this morning (from the papers presented) be used in improving your state planning process and strategy?

At the closing session on Saturday morning, William Phillips, regional program officer for Adult Education, discussed the changes that would be effected by the recently passed legislation which carries Adult Education through the twelfth grade and commented on the seminar activities.

After his talk, reports from the states on their plans for staff development were heard and were questioned by members of the regional staff. All states showed progress in developing training methods for adult educators and in involving resource persons from all levels in their local programs.

Evaluatory remarks and closing requests for continued regional efforts were made by members of the Project staff and by James Dorland, executive secretary of the National Association for Public and Continuing Adult Education (NAPCAE). Following these comments the general session of the seminar came to a close.

NEW ORLEANS SEMINAR

PRE-SEMINAR ACTIVITIES

Background Information

Initial Concerns

The staff's and consultants' discussions of activities at the Daytona conference took place immediately following that meeting in March and were directed toward concerns relating to planning for the next regional seminar. There were four concerns raised by all persons at that meeting:

1. State directors should be intimately connected with the planning for the next seminar, and any design should be checked with them at one of their periodic Project committee meetings.
2. Each state should appoint a principal liaison person to work with the SREB staff. Ideally, this liaison person would be the individual designated as the principal staff development officer in each state.
3. The state liaison person plus representatives from the consultant team and the SREB staff should meet as early as the end of March to develop an outline for the tentative design of the May seminar. This tentative design should be presented to the state directors and their opinions and suggestions for modification requested prior to any commitment to a firm seminar agenda.
4. Adequate time for staff discussion and training should be allowed prior to the seminar. Opportunities should be provided for the consultants to be briefed on planning arrangements, progress in staff development between seminars, and the concerns of the various participating groups.

The persons in attendance at the post-Daytona seminar meeting emphasized that the two Project Associate Directors should gear their activities to collecting assessments of the progress and planning concerns of all participating groups in the Staff Development Project, state education department staffs, university persons, and local program personnel.

The design for the first meeting in Atlanta had been cooperatively decided on by the Project Director and the Project Consultants with little regional input. Regional involvement in the Daytona seminar had been somewhat expanded, as the Associate Directors sought the views of state directors in modifying the seminar plan to meet their state needs. It was hoped that by including the opinions and needs of all participating resource groups in this seminar design, the New Orleans seminar would be a completely relevant regional activity. Consequently, Dr. Charles Kozoll was assigned responsibility for working with the universities in particular, and Dr. Preston Torrence, for working with the state education departments and local programs. They were to provide some basic information to the consultants prior to the New Orleans seminar.

Design Procedures

Initial plans for a March meeting of state liaison persons were changed, because only one of the participating states had appointed personnel to that position. Although state directors had been asked to designate that person by the March Project planning group meeting, most were unable to do so by that time.

Between the March and April meetings, the regional staff and consultants decided that it would be best to approach the state directors with their concerns for activities at New Orleans and use the planning committee meeting in Tallahassee, Florida as an opportunity to assemble regional inputs which could become part of the May seminar design. At that meeting on April 12, the activities of the two previous seminars in Atlanta and Daytona were reviewed, and the state directors were solicited for suggestions for the content of the May meeting. The directors and the staff in attendance examined what should be included in the New Orleans seminar and indicated what they thought would be realistic results of this third regional seminar. Based on the needs expressed at that meeting, the regional staff consultants drew up a tentative design for responding to those needs and circulated that design among the state directors following that meeting. The design was reviewed by the state directors, certain modifications were made, and the outline activities were fitted into the time schedule and used as the flexible base for beginning the seminar. At the Tallahassee state directors' meeting, it was also agreed that each state would send a staff member one day early to work with the regional consultants and SREB personnel as part of the overall planning group. These six persons were entitled "staff associates." One of their functions would be to help revise and sharpen the final design and assist in the ongoing operations of the seminar.

Prior to the seminar, each participant received a copy of the tentative program, along with background information that discussed how the design for the seminar was developed, and reviewed the activities and accomplishments of the previous meetings in Atlanta and Daytona Beach.

Staff Concerns

Observation of all groups participating in the Staff Development Project and in local programs led to the development of background information on concerns held by members of the Project staff. These concerns included:

1. The degree of institutional commitment to Adult Education demonstrated by the colleges and universities participating in the program.
2. The extent to which each participating group sees a legitimate role for all other professional groups participating in the Adult and Adult Basic Education Staff Development Project.
3. The degree to which groups have cooperatively been able to identify specific areas where training is needed and, in cases where areas of need have been identified, the degree to which priorities have been established.
4. The degree to which professionals in this field have been able to identify and reach sources of greater support for their program, including leaders in the educational and political establishment.
5. The degree to which full-time and part-time ABE teachers have been apprised of the level of professionalism existing in Adult Education, including knowledge of available in-service training, graduate courses, relevant publications, and organizations.
6. The degree to which part-time staff recognize that the client being taught is significantly different from younger students and requires a different orientation and approach.
7. The degree to which minority groups have been excluded from supervisors' and directors' positions in ABE throughout the Southeast.

Planning Group Orientation

This initial working session in New Orleans prior to the seminar was divided into two phases: first, meetings of the regional staff and seminar consultants to review the seminar design, discuss background information, and outline the agenda for subsequent meetings; and second, meetings of the full planning group, which included one staff associate from each of the six participating states, to make final decisions about the seminar activities. The first phase took place on Tuesday, May 5, and the second on Wednesday, May 6.

Staff and Consultant Meetings

During the pre-seminar planning process, the consultants decided with the regional staff that it would be profitable for the staff to arrive early to review and refine the design for the meeting. Along with reviewing background information assembled by the SREB staff, the consultant and staff group spent a great deal of time discussing the best method for beginning the seminar, including techniques for facilitating the interchange of ideas and perceptions among all participants. A tentative procedure was developed, including an outline of activities for the first day, but a final decision was left until the entire planning group assembled that evening.

The rationale for involving staff associates and their potential responsibilities, in addition to recording and observing the seminar, were discussed.

Full Planning Group Meetings

The first full planning session was held on Tuesday evening, May 5. At this meeting, Dr. Edward T. Brown, Project Director, reviewed the process by which it became important to involve staff associates in the design and operation of the regional seminars. As the seminar was conceived, he pointed out, there was a constantly expanding staff involved in its operation to insure maximum relevance of the ultimate design. The first meeting in Atlanta was developed by the Project Director and the Senior Consultant, Paul Sheats, with assistance from his associate, Ed Easley. At the Daytona meeting, Robert Luke was added to the consultant staff, along with the two Project Associate Directors whose responsibilities are divided among the universities and the local programs. For the New Orleans seminar, the state directors were asked to delegate one member of their staff to serve as an associate to the consultants and regional staff.

The staff associates indicated that their role had not been clearly defined prior to their coming to New Orleans. While their duties were never fully delineated, the associates' responsibilities and involvement increased as the seminar developed.

The second series of meetings were held on Wednesday, May 6. The full planning group initially reviewed a video tape on the potential relationship between individualized, programmed instruction and group process in Adult Education. This tape was prepared by the Los Angeles City School District and UCLA. The group decided that this tape should be made available for viewing on Thursday, May 7.

Secondly, the staff reviewed the rationale behind the development and presentation of papers by representatives of the Project's university staff. Dr. Charles Kozoll, Associate Project Director, indicated that following the Daytona meeting a need was expressed for some substantive input on regional activities and that staff agreed this type of input could best be made by a selection of university professors from throughout the region. One professor in each state was asked to prepare a short paper on an area of activity that was unique to his state. The professors were aware that they would be asked to present their material in a panel discussion but that no decision had been made about the nature of the presentation sessions. The planning group agreed that each professor should be allotted five to 10 minutes to present his material, and that the staff and/or the participants should be given time to question each presentor. It was decided that the paper presentation on Friday morning, May 8, would be divided into four sections. Papers would be presented in groups of two, with each group moderated by a member of the consultant staff; there would be two reactors to the papers, one member of the regional staff and one of the staff associates. After the three panel discussions, time would be allocated for individual seminar participants to meet with the presenting professors and discuss their papers in greater detail.

During the morning session, the planning group also reviewed and decided upon the format for the first group activity on Thursday morning, May 7. This decision was made after the planning group went through a role play of the proposed exercise under the direction of Bob Luke. It was decided that participants would be divided into groups according to their professional function; i.e., state education department staffs, university staffs, graduate students, local participants - urban, and local participants - rural. Each group would be given the same two assignment questions by a staff associate and asked to respond to those questions in a short group discussion. It was agreed that the staff associates' responsibility would be to see that that information was obtained from each group and written up and that a spokesman was selected from each group to present that information in a feed-back session. Paul Sheats was selected to chair this feed-back session and to select from the reports some of the commonalities discussed by each professional group.

It was further decided that the staff associates would have an opportunity to react to that feed-back session in a panel discussion following lunch on the first day. This was to be the second feed-back session. The associates' function during the first discussion session was to facilitate; their role during the first feed-back was to observe and note the views presented. In the afternoon feed-back session, they would be called upon to react to the morning discussions through their responses to the following three questions:

1. What did you hear reported during the morning session?

2. What was the main thrust of what was reported?

3. What did you hear reported that was different from what you perceived in the group sessions; any inconsistencies, omissions, or additions?

During the afternoon meeting, Ed Easley reviewed the material he would present on a model for staff development. The group agreed that this model should contain inputs from the morning discussion and both group feed-back opportunities. They felt that the model should help each state group to focus on its activities and responsibilities to develop a state plan during the working sessions to follow.

There was considerable discussion following this on the procedure for the state meetings. Staff initially suggested an outline for state activities during their working sessions. This idea was abandoned when the states indicated that they were at different stages of development and felt that they should be given an opportunity to work at their own pace and on their own priority items. It was further agreed that one guide question would be given to all participants to indicate what the planning group felt should be the focus of their activities. This question was developed by the planning group, duplicated, and given to each participant. The planning group also agreed that the three regional consultants; the SREB staff; and special consultant, James Dorland, Executive Secretary of the National Association of Public and Continuing Education (NAPCAE), would be available to each state group but would only participate in the state discussions upon the invitation of the state director or the person chairing the state meeting.

The planning group agreed that they would meet following the Thursday state meetings to review the steps taken in the state meetings and the direction that should be taken during the subsequent state meetings on Friday afternoon, May 8.

SEMINAR PROGRAM

First General Session

The first general session was chaired by Dr. Preston E. Torrence, Associate Project Director. In his introductory remarks, Dr. Torrence pointed out the great opportunity presented for regional progress and urged participants to make best use of this cooperative work time together.

The participants were welcomed to New Orleans and Louisiana by Claude C. Couvillion, Associate Director of Adult Education for the State of Louisiana. Mr. Couvillion indicated that this group brought prestige and intellect to New Orleans and Louisiana. He offered the assistance of the state department staff to make the participants' stay at the seminar more enjoyable. Mr. Couvillion also indicated his confidence in the abilities of the participants to meet their objectives and to enhance the learning of the underprivileged population they serve.

Dr. Torrence introduced the SREB staff; the project consultants; William Phillips, Regional Program Officer for Adult Education from the Office of Education in Atlanta; and the staff associates representing each state. Dr. Brown introduced the attending state directors, indicating that they are the key persons operating programs in each state.

Dr. Brown also reviewed the functions of the four state-operated Project programs:

1. Higher Education Capabilities - encourages staff development capability in colleges of each state.

2. Continuing Consultant Program - helps college professors and graduate students work with the problems of the local ABE teachers and supervisors, causing their training and/or teaching to become more relevant.

3. Local In-Service Capability - develops the capability of area staff in each state to do or to plan for the in-service training they need in their area.

4. Enhancement of State Department of Education In-Service Leadership Roles - coordinates the resources of university staff, graduate students, and local trainers of planners, along with state staff capabilities, into a single effort.

He then went on to explain the purpose of the Regional Seminar Program. This program has the job of helping each of the resource groups define its own roles, recognize and accept the roles of the other resource groups, and facilitate cooperation in the best possible way as part of the state and regional team. Toward this end, Dr. Brown pointed out, two seminars have been held and a third was about to begin in New Orleans. In Atlanta the Project was described, and the participants at that meeting found out that many of the major ABE training problems were regional in scope, common to each training resource, and common throughout each state. At the Daytona meeting the problem approach was changed to the "need" approach, and a more positive way of looking at regional responsibilities was developed. In doing that, each resource group further identified the capabilities it can contribute to the staff development process and began to recognize the resource contributions to be made by other professional groups. It was expected that the New Orleans meeting would draw together resources into viable, dynamic plans of operation.

Dr. Kozoll then discussed the means by which a design for the New Orleans meeting was devised. (See pages 4 and 5 for details.) He stressed the extent to which opinions had been sought from the sundry resource groups and to which state and regional needs had been ascertained before planning for this seminar. In contrast to the previous seminars in Daytona and Atlanta, regional involvement in the New Orleans seminar design had been greatly expanded. It was hoped, Dr. Kozoll indicated, that this involvement would provide a conference which was a completely relevant and meaningful cooperative effort. He stated that one of the anticipated by-products of this meeting was a model for gaining maximum inputs from participants prior to and during the development of any design for other similar regional activities.

Dr. Paul Sheats, Senior Seminar Consultant, then underscored what he considered to be some of the significant elements in the design process for these regional seminars.

There had been a conscious effort made to expand the number of individuals included in the planning process. Because, he stressed, unless the participants are involved, there is little likelihood that back-home actions so essential to the Project's success will result. The planning process itself has moved from tight control in the hands of a few people to the New Orleans meeting where the cooperative process involved representatives from each participating state. This process would not have evolved if the state directors, along with the Project Director and staff, had not provided their full cooperation to it.

Dr. Sheats also emphasized that this process was at the very heart of all action-related programs in Adult Education. It is the key to an effective teaching-learning transaction, in which the teacher and leader must also be the learner and follower. He further emphasized that this type of cooperative problem solving appears to be at the heart of the democratic process in this country, which may be suffering from erosions at both extremes of the political spectrum.

Following the introductory remarks, initial activities for the participants were outlined. They were asked to make an effort during the break to meet a stranger and discuss with that stranger some of his responsibilities and expectations for this third regional seminar.

Professional Group Discussions

Following the break, the participants were divided into professional groups and given two discussion topics by Bob Luke. These topics were in the form of questions that each person was to answer for himself and then collectively discuss under the leadership of one of the staff associates. Each question was discussed separately, and individual answers were collected on charts which were shown before the entire group during the first feed-back session. The responses of each group are outlined following:

I. Responses to question 1: If you could be granted the fulfillment of one personal expectation at this conference - the realization of one outcome that you could take back home - it would be?
    A. Graduate Students
        1. The ability to pass comprehensive examinations.
        2. Knowledge of what SREB and professional adult educators expect of graduate students.
        3. The ability to convey to local teachers the importance of additional training in Adult Education.
        4. Techniques for the promotion of ABE programs.
        5. An indication of total commitment to a cooperative effort by all parties involved in staff development.
        6. The desire to gain knowledge of ABE needs in the different states.
        7. The desire to know more about the role of the paraprofessional in Adult Basic Education.
        8. An indication of opportunities for service after graduation, and job descriptions of positions in Adult Education.

B. Local Participants - Rural
   1. A staff development design at the county level.
   2. A staff development design at the county level built from the local system up, rather than from the top down.
   3. Improved teacher effectiveness to reduce the number of dropouts.
   4. Guidelines for coordination from the state level.
   5. An indication of a staff development program that will have strong in-service capabilities and be integrated into the total school system so that professional study days will be established.
   6. A down-to-earth program for design of the university involvement in staff development.

C. Local Participants - Urban
   1. A more detailed explanation of local needs.
   2. A mechanism to furnish the teachers to be trained.
   3. A mechanism to expand in-service training programs to include people other than educators, and a mechanism to use outstanding practitioners as faculty or leaders of in-service teacher training programs.
   4. A mechanism to provide on-the-job training with master teachers and to provide local consultants from agencies in the community.

D. State Department Personnel - Group One
   1. A list of regional consultants, within the region and in the local areas, and their specializations.
   2. An in-service program for training local people.
   3. A set of common regional objectives for developing in-service capability within set time limits.
   4. Methods for involving local superintendents in Adult Basic Education.
   5. Definition of the role of SREB and how it should relate to the state ABE offices.
   6. The development of a delivery system with built-in incentives to encourage teachers to take advantage of training.
   7. Better understanding of the goals by all levels represented at the seminar.
   8. Plans positively geared to meet the needs of undereducated adults.

E. State Department Personnel - Group Two
   1. The ability to train staff to cope with the problems of recruiting and retaining "hard core" unemployed.
   2. The ability to train supervisors to work more effectively with local supervisors and teachers toward staff development (i.e., in-service, pre-service, and post-service).
   3. The development of a philosophy of ABE to be transferred to day teachers working at night in ABE programs.

F. Professors
   1. The relation of competency requirements to university programs.
   2. Indication of financial assistance available; how, how much, and when. And strategies for securing support from other sources.
   3. A definition of the role of universities and other groups in ABE.
   4. State plans for total Adult Education programs.

II. Responses to question 2: When thinking of professional development as a collaborative effort of universities, consultants, state departments, and local program staff teams, what is the UNIQUE role, resource, power, or ability you think your group can contribute to the professional staff development process?
   A. Graduate Students
      1. Contributing in a back stage setting.
      2. Contributing to workshops in a helping-learning capacity and as assistants in recruiting.
      3. Contributing as staff aids in research.
      4. Pioneering in uncharted areas in participating universities.
      5. Expanding individual backgrounds and experiences as an aid to resourceful growth.

   B. Local Participants - Rural
      1. Outlining and cataloging local problems.
      2. Working directly with universities and state departments to make the programs relevant to the needs of the teachers.

C. Local Participants - Urban
   1. Supplying wide inputs to the universities on the types of training needed by participating teachers and supervisors at the local level.
   2. Providing outstanding adjunct faculty which the universities could use to supplement course work and in-service training.

D. State Department Personnel - Group One
   1. Providing leadership and coordination.
   2. Developing clear and concise communication channels.
   3. Locating resource persons and defining state department responsibilities and obligations in ABE.
   4. Providing inputs in planning and scheduling staff development sessions which would involve across-the-board participation.
   5. Providing proper budget assistance relative to needs.
   6. Supplying expertise in promotion and information activities related to ABE programs.
   7. Developing methods for making best use of the experiences which individuals have in planning training programs. (This includes both universities and local pre-and in-service training programs.)

E. State Department Personnel - Group Two
   1. Involving non-professional educators (teachers other than ones that are certified, i.e., an attorney teaching in an ABE program) and paraprofessionals (i.e., students that have completed course work and are coming back to work in ABE programs).
   2. Improving communications lines from state and university level personnel to local program supervisors and superintendents and, finally, to local teachers.
   3. Providing consultative services to colleges and universities seeking to select Adult Education staff.
   4. Providing commentary on the traditional entrance and course requirements for people desirous of entering college programs in ABE.

F. Professors
   1. Bringing Adult Basic Education into Adult Education.
   2. Locating and utilizing on university campuses other competencies which can be related to the Adult Education program.
   3. Developing professionalism through formal courses and programs.
   4. Providing the key to legitimacy through credit and college programs.
   5. Supplying professional expertise to facilitate state plans for staff development.
   6. Providing research and evaluative competencies.
   7. Supplying facilities for learning climates.

First Feed-Back Session

The first feed-back session tied together the information collected during the first group discussions. This feed-back session was conducted by Paul Sheats, who questioned reporters from each of the participating groups rather than asking for individual reports. His purpose was to underline and examine some of the common expectations indicated by all participants and to gain some indication of what particular resources each group thought that it could contribute to the staff development process.

The seven common results expected from this particular seminar, as discovered in the group discussions, follow:

1. A clearer definition of the role SREB plays in the Staff Development Project.
   a. How should SREB relate to state ABE offices?
   b. What does SREB expect of graduate students?
   c. Can it provide cooperatively effected designs indicating how to implement staff development plans at the local level?
   d. Can it facilitate a better understanding of goals on all levels?

2. A better definition of roles for all groups in Adult Education and Adult Basic Education.

3. The development of a list of realistic problems which can be studied and solved.

4. A clearer indication of how programs are financed.

5. The development of an Adult Education philosophy which will enable staff to work with the local level and to identify needs and characteristics of the target population better, as well as to increase liaison training with other groups participating in Adult Education.

6. The identification of competency levels required of various groups in Adult Education and a resulting adjustment of course requirements at the university level.

7. A better relationship of staff development to grass-roots levels and grass-roots problems.

The following were contributions that each participating group felt were unique to its professional staff:

1. Contributing back-stage assistance to ABE work, assistance in planning, and assistance in promoting Adult Education programs at the university. (graduate students)

2. Keeping lines of communication from local ABE teachers to universities open to insure the correct interpretation of student needs, and making better use of local consultants in training programs. (local participants - rural)

3. Supplying inputs to universities on the types of training needed and on the availability of outstanding local persons to serve as adjunct faculty to university courses and in-service training. (local participants - urban)

4. Providing leadership and coordination, developing clear and concise communication channels, and providing proper budgeting related to program needs. (state department personnel - group one)

5. Providing formal training for local staff and clarifying state staff roles. (state department personnel - group two)

6. Bringing Adult Basic Education into Adult Education, locating and utilizing other related university competencies in ABE programs, developing professionalism to form a program, and contributing legitimacy, special research, and evaluation capabilities. (professors)

Second Feed-Back Session

The staff associates met with Ed Easley and Charles Kozoll during lunch following the first report of the various professional groups and the feed-back session. The purpose of this meeting was to discuss their reactions to the presentation of expectations and resource contributions. The associates discussed and coordinated their remarks prior to the panel discussion which took place the first thing that afternoon.

The panel, composed of the staff associates and moderated by Ed Easley, presented their perceptions of the group discussions and the first feed-back session at a plenary session. The observations offered related in some instances to a specific discussion group and in others to the groups in general.

The following points were raised by staff associates in the panel discussion:

1. If the list of needs as indicated in the response to question 1 and the list of resources available included in the response to question 2 were matched, there wouldnot be congruence. Many needs expressed to not match indicated resources and some of the resources available do not match needs. This raises the question of whether financial support might be better allocated to new resources that could possibly meet more of the articulated needs.

2. All the groups indicated a desire to establish some common goals and common tasks on which they could embark, but each separately expressed a feeling that it had been somehow left out of the planning process. This feeling of being left out extended further than allocation of monies and indicated decision-making about how the funds were spent and whether the unique resources that each group had to contribute were fully recognized by the others.

3. The question was raised in one particular group as to who should have the responsibility of selecting staff at the university level when financing for this staff comes out of the Staff Development Project funds; another was raised as to whether requirements would be flexible enough to deal with people who are coming into university level Adult Education programs. Procedures should be initiated to cope with these problems and engineer changes when required.

4. The local groups were concerned with mechanisms for getting expertise down to the classroom teacher so that that teacher can do his or her job effectively, leading to greater recruitment, retention, and development of the ABE student.

5. There was a concern expressed in the state groups that was not clearly presented and that dealt with a precise definition of the roles to be played by each participating group, along with some indication of what sorts of consultant expertise would be needed, what role this consultant help would play, and where it can be found within each state and within the region.

6. The local groups also indicated a need for university involvement in staff development. In-service activity should be extended to include individuals outside the education profession, such as local industrial and civic leaders. There should also be clearer guidelines developed from the state department level for local coordinators. There should be a greater number of local workshops, because these workshops enable more teachers to come at less expense. Many of these workshops could be conducted by working with local coordinators and using master teachers as trainers in them.

7. The graduate students may represent the group with the least vested interest and may have some of the more clear perceptions of the problem. Coming through loud and clear in their discussion was the feeling that participating groups have not cooperated to the fullest extent in the staff development program. Most of the graduate students appear to be groping for a definition of Adult Education and, following that, some indication of the techniques needed to become practitioners in this field. Because most of the graduate students represented were involved in new institutional programs, they felt that as they succeed so will the graduate programs at their institutions.

8. The definitions of needs, particularly by the local programs, were phrased in such a way as to make it difficult for both the university and state departments to respond. This raised the question of whether it was necessary for some translation mechanism to be established, so that both the state

and the university groups can more precisely respond to local needs. As it appeared in the discussion, local needs were articulated in a random fashion, making it difficult for state and university groups to respond precisely.

a. One result of this could be the design of university courses without any clear specification of the ways in which these courses respond to local problems and how they will help to improve the quality of teaching.
b. Local personnel may feel that they are the experts most capable of defining these needs and dealing with the problems of their teachers.
c. On the other hand, university staff may feel that they have not, in enough situations, been requested to assist local groups in making plans, in solving local problems, and in defining responses to program needs.
d. It may be that local complaints about the failure of universities to respond to their needs is an excuse for not precisely defining these needs. It may have been true in the past that the universities were unwilling, but this Project has supposedly created the environment for that cooperative effort. This new relationship requires clear definition of these problems so that best use can be made of the available resources.

Following the panel discussion, comments from the participants were entertained. Below are a selection of relevant ideas presented:

1. (Eloise Trent and Bobbie Griffin) There has been great participation by the University of South Florida and Auburn University in helping to develop courses which meet local needs and in servicing teachers in both Florida and Alabama.

2. (Anthony Adolino) The need here appears to be for some sort of model learning system for Adult Basic Education which could be developed using the cooperative resources of all participants involved in the Regional Seminar Program. There is available data on how this could be accomplished and what should be done to develop such a learning system.

3. (Robert Snyder) In discussing the problem of needs, we often run into the problem of the cause versus the symptom. Universities sometimes see the underlying cause and attempt to deal with that, but the demand of the local program is that the symptom be dealt with immediately. The responsibility is to meet the immediate need which could be stopping the dropout rate or expanding recruitment, but this does not always deal with the cause, the real cause of the problem.

4. (Robert Luke) One of the problems is translating needs expressed by local directors into university courses that are not overly rhetorical. One solution to this might be the use of Adult Education methods in the courses which are experientially based. It should also be noted that adult educators on the university staff must deal with institutional constraints that often prevent them from dealing precisely with local needs; this includes requirements for course credit and for student attendance.

Training Design - Socio-Technical System

This presentation was made by Ed Easley, based on data gathered from similar training efforts around the country and modified by the particular needs of the ABE Project. Each participant received an SREB professional development model which described the interrelationship of the Project participants and the Project activities.*

This model points out that there are three factors in staff development: one, an occupational ladder; two, human resource inputs; and three, training inputs (degree programs, institutes, or workshops). These three factors can be seen in light of one definition of staff development: The improvement of the vocational competence of professionals using training resources with a definite and prescribed methodology.

The planning process should be viewed as an activity which enhances the total system. In this model planning process, there are three variable groups:

1. Personnel

2. Facilities (buildings or programs)

3. The interaction (which can be called the product capability)

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*See Appendix I

The interaction between personnel and facilities may be in the form of communications networks or staff development plans. The communications network is influenced, of course, by who the personnel are and what the facilities contain. And, likewise, the personnel and facilities are influenced by the interaction once that process begins. Once the interaction begins perceptions are changed, new programs will have to be launched, and resources reallocated or new funds obtained. These activities can be accomplished through the interaction network and through the planning process. There is constant interaction between personnel and facilities on the one hand and the resulting interaction network on the other; this operating arrangement is called a "socio-technical system." This arrangement can best be seen by working through a hypothetical model, demonstrating its parts and the interaction between the various groups.*

State Meetings

Following the training design input, each state group met separately to continue or begin work on its planning program. The planning group provided all participants with a base question around which they could gear their activities: Taking the current state of staff development in your state, what specific next first step shall be formulated or enacted for professional staff development in the coming year?

Consultant and regional staff, serving as both observers and resource support, attended various of these state meetings. The state meetings were followed by an evaluation planning group meeting.

First Planning Group Meeting

The planning group meeting was divided into two phases: first, a review for the university professors of the procedure for paper presentations the following morning; and, second, an extended discussion of the first day's events and suggestions for program revision for Friday, May 8. Since the orientation for the professors was a procedural matter, most of the staff meeting time was devoted to the discussion of what should be done in subsequent state meetings and in the general sessions.

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*See Appendix II for full Training Design - Socio-Technical System.

The following concerns were raised:

1. That interstate communication be maintained, especially among individuals with different roles and role perceptions.

2. That state reports be given on the second afternoon, allowing states to hear the progress of other participants and make revisions in their plans accordingly.

3. That it be recognized that states are at different levels in their articulation of a plan and that the states require further time to advance at their own pace on the items that they consider important to their plans' development.

4. That states be stimulated but not forced to make hard and fast predictions about their activities for the coming year.

5. That states be stimulated to use this time, if they so desire, to set the stage for their planning activities or, in other words, to plan for planning.

6. That the value of state meetings as a vehicle for promoting unity and opening up channels of communication within state groups to an extent that may not have existed before be recognized by the regional staff and consultants.

7. That there be differentiation between parts of the program and the total program itself and an attempt to deal with the goals of a staff development effort prior to discussing individual activities. That some time be devoted to rearranging training priorities within a state plan to maximize impact in certain key areas.

8. That activities and programs undertaken in each state be related to the various programs of the total Staff Development Project, so that the Project itself has an assessment of where states are and where they are going.

9. That staff resources be made available to state groups as they are needed.

10. That some mechanism be provided to help state groups relate their afternoon work to the substantive input that would be provided by the presentation of professorial papers.

11. That the reports not signify closure in the planning process but, rather, indicate that each state had begun the process of defining goals, roles, and responsibilities.

12. That some assessment be made after the second state meeting on Friday of the types of progress made and some determination made then as to what sorts of reports should be given by the states at the Saturday morning session.

13. That efforts be made to maintain the type of regional communication network which the ABE Project has developed by stimulating professorial movement across state lines.

Based on those concerns, it was the group decision that no specific assignment would be made to the state groups for their afternoon activities but that they would be urged to continue their work during the afternoon session. Plans were made to meet again Friday afternoon to assess state progress and determine the methods of reporting that progress to the entire group. No decision was made at that point about any further type of sharing session involving either professional groups meeting again or heterogeneous groups meeting to discuss common questions.

Presentation of University Papers

Overview

University papers relating to staff development planning responsibilities were prepared prior to the seminar. All professors agreed to present a synopsis of their papers at a general session. The format established for presenting the papers, a panel discussion with reactors from the SREB staff and the staff associates, was designed to facilitate the process of establishing relevancy. All professors agreed to revise their papers based upon the reactions to them and the inputs received from the conference. The collection of six papers will be published through SREB and distributed to all persons attending the seminar and to other interested individuals.

In the introduction to the presentations, Paul Sheats indicated that both Ed Easley's presentation and the professorial papers were a response to a criticism of the Daytona meeting. At that seminar, participants had regretted the lack of substantive input to the sessions but had not indicated what the nature of that input should be. Both types of presentations were designed to aid the planning tasks which the state groups had set for themselves.

Panel One

Presentors: Dr. Marshall Morrison, Alabama State University
Dr. Arthur Madry, Florida A & M University

Reactors: Dr. Preston Torrence, Southern Regional Education Board

William Smith, South Carolina State Department of Education

Chairman: Dr. Paul Sheats

Topic One: Identifying and Developing Institutional Support to Supplement Staff Development Activities - Marshall L. Morrison

Wide institutional support is necessary to supplement the activities of faculty directly involved in Adult Basic Education work. When the ABE program began at Alabama State University, it was necessary to confront five major questions in order to build the institutional support for the programs:

1. What support was available?
2. If there was an absence of support, was it due to a lack of concern or a lack of communication between the ABE faculty and the rest of the staff?
3. What capability potential was evident?
4. If capability potential was there, how could this potential be coordinated to assure improved instruction?
5. What possibilities existed to improve teacher training?

As a means of answering these questions, the Alabama State University staff was involved in a process of locating, orienting, and involving supplementary institutional staff during the first Project year. These activities included:

1. A series of informal orientation meetings conducted by the Adult Education faculty with staff in related fields of teacher preparation.
2. Formal meetings to ascertain the availability of resource people in other disciplinary areas, especially reading, teaching methods, sociology, and psychology.

3. The development of a nucleus staff group at the institution, capable of working together on broad program presentations for ABE teachers; this staff obtained the services of out-of-state consultants to work with students and to discuss techniques and methods with the faculty participating in the Adult Education program at the institution.

4. Discussing with and utilizing the reactions of students to the cross-disciplinary approach to teacher preparation in ABE.

These four steps were not followed in sequential order but were undertaken simultaneously. One major result of an investigation of faculty potential was a discovery that few, if any, faculty members were capable of recognizing the distinction between teaching deprived adults and teaching children of average grade level.

Question:

(Preston Torrence) Where did you start in terms of developing your institutional support? Do you think that you have built the necessary flexibility into your program for training adult educators?

Response:

We may have been lucky to some extent, but a lot of our work was devoted to making informal contacts with people and discussing our program with all staff at the institution. In terms of our program development, we are ahead of our schedule in setting up and running courses.

Question:

(William Smith) Do I understand that you are using professors of reading, sociology, and psychology from other parts of the university to teach adult educators?

Response:

We are not using any professor from the institution; our first criteria is to determine whether these faculty members know people and understand the concepts of what we are trying to do in Adult Basic Education. It is my sincere opinion that the same sort of processes and philosophy that we have in Adult Basic Education are the kinds needed on the college campus.

Question:

(William Smith) Do you think it is desirable to attempt to extend the basic ABE philosophy through the twelfth grade?

Response:

Some 95 percent of the teachers trained at Alabama State University will go into deprived areas where they will encounter the same problems that we have met in Adult Basic Education, and there is a need for the extention of the ABE philosophy through teacher training activities at our institution.

Topic Two: The Role of the Administrator in Adult Basic Education Staff Development - Arthur C. Madry

After the competencies requisite to teaching and administrative leadership in Adult Education have been identified, the major responsibility of university leadership is to discover the curriculum of learnings and other experiences through which they may be economically acquired. In this process, the academic deans and department chairmen are critical to a program's growth. The major role of the administrator in Adult Education at the college and university level would be to determine ways and means by which the competencies developed by university staff could be translated into learnings and programs to further student abilities. The administrators' responsibilities here are to assemble staffs, plan courses, and administer programs. These major activities involve two basic programs: one, a pre-service program; and two, a continuous improvement program which goes even beyond the doctoral level. Included in the pre-service activities should be programs based upon some basic core of understanding which would reduce duplication of content and effort and eliminate gaps in training. Programs should also have a broad scope and not only concern themselves with operational procedures, but also with values, goals, and processes. Field problems should be integrated into course work to as great an extent as possible. It is also important to consider that general education might well be extended to the graduate level, rather than having it concentrated exclusively at the undergraduate level.

In an effort to provide diversified, rich experiences, internships are highly recommended for the inexperienced students. These have not worked too well in Adult Education, but efforts should be made to attempt implementation of sound programs, along with the types of field experiences which potential administrators undertake while involved in course work. Programs should be individually designed to take into account the differences in experience and development of each prospective student. Staff for these programs should be well balanced in terms of age, experience, training, interests, and competencies.

The continuous improvement program should not be solely designed by the professors but should reflect the needs of individuals in the field, including those who would embark upon it and those who would be benefited through it. This type of program could as easily be mounted off the university campus as on and, in some cases, might be more effective off campus. This program should be continuously evaluated, flexible, and changing, involving as many non-college groups as can contribute to the continuous improvement of the adult educator.

Question:

(Preston Torrence) What do you think an ideal internship program for an Adult Education administratorship consists of?

Response:

Since Adult Education has not used the internship extensively, there have not been too many studies on it. It has not been too well defined in this area but has been in others, and my paper contains some specific steps for implementing an internship program. There should be latitude built into these programs.

Panel Two

Presentors: Dr. Hilton T. Bonniwell, Georgia Southern College
Mrs. Katherine J. Mosley, Jackson State College

Reactors: Dr. Charles Kozoll, Southern Regional Education Board
Charles Lamb, Staff Associate, Florida State Department of Education

Chairman: Ed Easley

Topic One: Certification Standards and Staff Development of Adult Educators - Hilton T. Bonniwell

There are certification requirements in all states of HEW Region IV. These certification requirements, however, do not specifically relate to those teaching adults. The Adult Education community tends to exist outside the umbrella which certification provides; in the main, because it has had to respond to great immediate needs and has received in recent years a heavy influx of federal funding.

Most state certification offices contacted had little realization of the expanding need and emphasis on Adult Basic and Continuing Education. In all states there is an advisory board which evaluates and, in some cases, revises certification standards. Certification has been an evolving process, beginning with some general statements and becoming more precise as a field evolves.

It is important that Adult Education be included within the certification process in order to insure that degrees in the field are recognized within the system. As it presently stands, Adult Education degrees are not recognized and must receive recognition from without the system.

One element in the process of moving towards certification would be the establishment on each campus of liaison with the individual who relates to the certification offices in the state department of education. It is important to know the process involved in establishing certification requirements in each of the participating states and to plan far in advance, for many of the certification committees meet only once or twice a year. As plans for certification are made, it is important to consider the various groups that should be involved in addition to teachers, coordinators, administrators, guidance personnel, and paraprofessionals. It is also important to consider the level of precision that would be included in these certification standards and the degree of flexibility that would be usefully included.

Because public school adult educators will not be the only group concerned, it is necessary to work with other groups that will be involved in Adult Education teaching and create a stronger and more effective lobby.

Because certification standards are based on teaching young people, one major contribution that Adult Education could make would be a philosophy for certification that deals with Continuing Education. Finally, it is important to determine a starting point for the development of certification standards that are realistically related to the activities of individuals taking courses in Adult Education.

Topic Two: Graduate Student Preparation and Field Experiences - Katherine J. Mosley

This is the first year of a graduate program in Adult Basic Education at Jackson State College. The program at this institution called for the establishment of courses approved by the graduate council, expertise in specific teaching areas, and two graduate assistants. The program at Jackson State is set up to provide graduate students with the essential requirements to do further study in the field, hoping they will be the "core" around which a more in-depth college capability in Adult Education can be established. One of the fundamental criteria in selecting this first group of graduate students was to secure persons who were capable of "daring to try the unknown."

A significant part of the students' graduate training was the effort to relate their in-class theory work to practical field experiences in Adult Education. The graduate students were called upon to observe but, more importantly, to participate in programs in the field, working with the state department, with local coordinators, and with professionals and students from other institutions in Mississippi.

A significant part of the graduate students' field experience has been their continuous attendance at local workshops, classes, and planning meetings. They have also had the opportunity of working cooperatively with graduate students at institutions in Mississippi and throughout the region. One important aspect of this has been their continuous attendance at the regional seminars.

It is anticipated in the second year of the program that an adult teacher trainer lab at Jackson State College will be opened. Graduate assistants will be given the opportunity to practice what they learn as they learn. The knowledge gained from this type of field experience will be incorporated into a materials and curriculum laboratory.

One of the most significant experiences for the graduate assistants was their role in a three-day workshop for teacher trainers held in Mississippi in April. At that workshop, the graduate assistants were in leadership roles from the opening to the closing sessions. Selected teacher trainers and supervisors worked with problems which they encountered daily and with the methods and materials used and how they are used. Consultants provided the expertise, and the graduate assistants chaired discussion groups and summary sessions and are now reporting the findings.

Question:

(Charles Kozoll) What additional field experiences might you add to the graduate students' preparation?

Response:

One experience which is anticipated is taking graduate students into a local program and enabling them to work with a local supervisor to develop a plan for planning, implementing, and evaluating a local program. They can learn more from this sort of experience, with proper guidance from a university person, than they could in five or six weeks of classroom instruction. The students are not only learning, but they are assisting in developing the kind of dialogue that is necessary for the proper functioning of programs.

Question:

(Charles Lamb) One of the concerns voiced by the graduate students was a feeling that their role was vaguely defined and that expectations of their performance were not made clear. What does SREB expect of them, and what does their institution expect of them? Just who is a graduate student, and what is expected of him?

Response:

I think the graduate students in Mississippi know what is expected of them. I expect my students to be the best informed in what they have been taught and through the field experiences they have had throughout the state. I expect my students to be people who can relate to individuals at all levels. And for this first group of students, my expectation is that they set a standard which future graduate assistants must live up to.

Response:

(Dr. Don Seaman, Mississippi State University) My two graduate students are quite knowledgeable, as they are former ABE teachers. I expect them, on that basis, to identify problems they have encountered and seek solutions to them. And when they have developed these solutions it is my expectation that they will relate them to other individuals in the field with whom they work.

Panel Three

Presentors:	Dr. Robert E. Snyder, University of South Carolina Dr. John M. Peters, University of Tennessee
Reactors:	Dr. Edward T. Brown, Southern Regional Education Board Tommie C. Fuller, Staff Associate, Georgia State Department of Education
Chairman:	Robert A. Luke
Topic One:	The Development of Teacher Training Teams as a Technique in the Staff Development Process - Robert E. Snyder

Teaching teams are seen as one method of utilizing personnel with different types of expertise in the staff development process. Individuals who become part of the team are selected either for that expertise or for their potential for acquiring it and passing on their insights in the training of teachers.

One of the problems of the initial institutes held in 1966-67-68 was that while they trained individuals in specific skills, these individuals were not willing to go out as resource people to be used by local areas on a continuing basis. The team approach collects individuals under the guidance of the university and the state department and develops the individuals who are to become the resource personnel. These resource people perform three functions:

1. They actually teach as part of the university course.

2. They help to refine the lesson guides for in-service training.

3. They develop a scheme for presenting material which is available on an on-call basis to local areas.

These individuals also help the university professor to structure his course better and make it more relevant to local needs.

The teams further assist the university professor in defining the competencies that teachers should have in order to teach adults in specific subject areas. The team approach provides for systematic planning on all levels and ensures that information is received from the greatest number of potential participants, making any course or program more relevant to their needs.

These teams provide a group of resource people who are spread throughout the state and are available on call to the local coordinators for short in-service teacher training workshops. A request normally comes into the university and the state department collectively, and then a determination is made of the best individual with those skills to go out to that particular workshop.

The teaching teams appear to be valuable for the following reasons:

1. They require that you plan together.

2. They include all levels in the planning process, insuring that the university and the state department in particular get information from the local areas that might not normally be available. (This includes evaluation feed-back on how a particular course is going from local teachers who may or may not be members of the training team.)

3. The local coordinator is given a greater range of individuals he can call upon as resources in planning his local training workshops.

4. They force the state staff to become more familiar with what is being offered in courses in the local areas. Decisions made about programs can then be founded on more up-to-date information.

5. They provide the university with more up-to-date information on how the team is operating and how the university course is assisting teachers in their work with adults.

Question:

(Tommie Fuller) Taking into consideration the composition of the seminar participants, what role did they play in the selection of members for the teacher trainer teams?

Response:

There are, of course, all levels represented at the seminar. This is one of the problem areas. I personally do not know who are the people most qualified at the local level to be members of the teams. I therefore have to rely on several things: other teachers who can identify master teachers from among their group and state staff and coordinators who can supply information on candidates for the teams. As I become more familiar with individuals through visits to classes, I can help in identifying further personnel.

Question:

(Edward Brown) How many members are there on a team, and what are their specific areas of responsibility?

Response:

At least one in computational skills, two in communications skills to include one reading specialist, and one and possibly two in the general knowledge or the social living skills.

Question:

(Dr. Brown) Is there any possibility that the team should be increased to include a specialist in administration or the keeping of administrative records?

Response:

These teams are primarily concerned with teachers, and we deal with administrators and local coordinators through other training mechanisms.

Question:

(Dr. Brown) It appears that the team members are used both collectively and as individual resources. What proportion of time do they spend in each of these categories?

Response:

Up to now they have been used most often in the formal course offerings. When the coordinators make their determination next month of the types of in-service training activities they will have, the types of resources needed will be indicated; then I see an increase in the second type of activity for the team members. They still, however, will be working with the extension course program.

Question:

(Dr. Brown) How do these teaching team members gain acceptance as academic leaders, coming as they do from local programs?

Response:

First, they have all taken the university course and, second, they will have received additional specialized training through the summer workshop. They are not extension teachers but are recognized by the university as resource people who can come in at specific points in an extension course. They are not experts but are a little bit more knowledgeable than the average ABE teacher and gain from the professorial endorsement of their added skill.

Question:

(Dr. Brown) What is their financial reward, and does it have any bearing on the quality or level of the people that you get to participate on these teams?

Response:

These people are paid 10 dollars an hour when they serve as resource persons, which is above the pay for regular classroom teaching. I don't know whether course instruction was improved by the fee provided to the resource people, but I do know that we would have gotten 90 percent of the team members with or without a fee.

Question:

(Dr. Brown) I noted that members of this teaching team participated in the development of a 45-hour course for training teachers. Was that a meaningful learning experience for them?

Response:

Yes, I would say it was for most of them.

Question:

(Dr. Brown) How many teams are needed; in other words, what can one team serve, either geographically or the number of programs in various areas?

Response:

In terms of courses, one team can probably handle the content for one course. In terms of geographical areas, it is our anticipation that one team will be able to handle one-fifth of the state. This is approximately a 10- or a

12-county area. This does not preclude the idea that a skilled individual can work all over the state. This would be particularly important in the use made of reading specialists.

Topic Two: Implications of Individualizing Instruction for ABE Teacher Training - John M. Peters

While there is almost universal acceptance of the idea of individualized instruction, implementation of the idea has been extremely limited. The nature of the adult learner is such that the instruction must be tailored to his unique experiences and his need to be a self-directing individual.

Training the teacher to become the facilitator of learning rather than the source of information requires a new concept of the teacher's role. This does not mean that the teacher would be replaced in the classroom. There are certain skill areas which must be acquired, and these include counseling and placement of students, selecting materials, validating programs, providing on-step instruction, developing self-instructional materials, and evaluating.

In this situation the university staff has some unique responsibilities. Universities have been very slow and reluctant to change, and one of their responsibilities is to make the climate for new forms of education available, including such things as the learning lab and on-step instruction. The second function is to go beyond merely underlining the need for acceptance of new techniques and to see that these techniques are in fact accepted. Research and evaluation on these programs remain key functions which the university can uniquely perform.

My emphasis is on programmed instruction which includes a program for individualized instruction, but also for group learning experiences. This means relating individual instruction to group instruction in much the same way as Paul Sheats and Jim Farmer are doing at UCLA. The teacher's responsibility here is to help move the student from the point where he needs individualized instruction to where group work may provide reinforcement for that learning. It is also important to be able to relate the software used in the individualized instruction situation to hardware which may also be available.

This process of acquainting the teachers has already begun through a series of one-day workshops mounted cooperatively by the University of Tennessee and the Tennessee State

Department of Education. The emphasis at these workshops was on individualized instruction and the learning laboratories. These orientation workshops are to be followed up by specialized efforts to help the teachers diagnose the problems of students and select relevant materials, for example.

Question:

(Tommie Fuller) What is being done in your state to keep some level of uniformity in the definition of the concept of individualized instruction?

Response:

I think most teachers have some general idea of what individualized instruction means. To me, that is simply gearing instruction to the needs expressed through inventories and interests and keeping the individual occupied with material which causes him to succeed but is not at such a low level to make him bored. To some teachers, individualized instruction means working on a one-to-one basis with the student, but it is much more than this and can include group work when necessary.

Question:

(Edward Brown) Have you changed your teaching practices any or are you teaching individualized instruction in the classroom situation?

Response:

I have made an initial attempt and have been about halfway successful.

Question:

(Dr. Brown) In doing the individualized instruction activities, are there specific facilities that you need, where ought these facilities to be located, and what kind of flexibility should these facilities have?

Response:

What Ed is trying to ask is do you need a learning laboratory. If you are going to work within a learning laboratory structure, you do need certain facilities. The facilities are not elaborate: tables, carrels, shelving for materials, a desk and chair for the coordinator, and materials and hardware to carry on the instructional process. It is important to note that a lot of individualized instruction takes place in the regular classroom, and there you do not need any special facilities.

Question:

(Dr. Brown) Can or should the individualized instruction work be concerned with instruction in a specific, structured field, or should this be directed basically toward creating the social individual?

Response:

I think that there is a limited amount that ABE students can learn from one another, especially in the subject matter areas. This does not mean that the teacher is the sole source of information, for some students progress faster than others and can be used in that type of group situation. It is my belief that individuals can only work alone for a certain period of time, and then they need others to react to. That is one of the strongest points for the idea of grouping individuals.

Question:

(Dr. Brown) Is there a difference in the kind of person that you need to work in the learning lab situation and a person who teaches in the regular classroom situation? Can persons from the classroom make this transition easily? How do they go about learning their materials? And how do they learn the skills of matching the different materials to the students?

Response:

There is no basic difference in the type of person needed in the classroom and in the lab. The coordinator in the lab, however, must be willing to adjust to a different type of instructional situation, and, if that adjustment cannot be made, he is better utilized in the traditional classroom situation. The greatest teacher need now appears to be in the area of selecting the proper materials for the student, and that is where additional training is needed.

Question:

(Dr. Brown) Does the center provide opportunities for full-time employment of staff, and are there figures to show the relative costs of classes versus the operation of a center?

Response:

The center does provide opportunities for full-time employment. The learning lab is there on a regular operating basis for the comings and goings of the student as he sees fit. But there must be a coordinator there at all times to work with the student who comes in for either an hour or stays for six hours. You do get more for your money out of the lab situation. The lab can accommodate more students on a regular basis for less money in coordinator salary than can an individual ABE teacher meeting a class once or twice a week. The lab can usually accommodate 75 to 150 people in a period of a week, and an ABE class usually contains only about 15 people.

Summary

The planning group expressed their thanks to the university professors who took the time from busy schedules to prepare those excellent papers which added a great deal to the substantive input for the seminar. States requested and were given the full time to work on their plans during the afternoon session. Based on the material presented on Friday morning, the staff developed one question that the groups could consider in their planning: To what extent can what you have learned this morning be used in improving your state planning process and strategy? It was emphasized to the groups that the consultants and regional staff were available to any group as needed.

Participants were also advised to use the memory sheets which were provided in each information packet. The purpose of the memory sheet was to assist them in recording the work sessions. One sheet was to be completed at the end of each state meeting, and the information put down used to help individuals define their role in professional staff development, the roles performed by other groups, and program resource needs under the Staff Development Project which would best help them fulfill their collective responsibilities. It was emphasized that information put on the memory sheets would be the property of the individual, but that information would be asked for as part of the evaluation of this particular regional seminar.

Second Planning Group Meeting

The planning group met at the end of the state meetings on Friday afternoon, May 8. The purpose of that meeting was to review the progress made at each state planning session and, also, to determine cooperatively the procedure for the final session on Saturday morning. Expectation was that states would be able to report, using the framework of the six Project programs. This did not appear possible, however, as some states were not ready to finalize their plans. As in the other planning group meetings, a number of concerns were raised by members of the group:

1. That progress at the second state meetings was uneven in part because there did not seem to be a clear sense of purpose for the second work session. Staff associates indicated that there was some limited reference by the groups to the substantive presentations made by the professors at the morning session. (Some states had moved further in clarification of role responsibilities and definition of assignments which should be undertaken by specific individuals.)

2. That certification and the development of teacher training teams were areas of interest to a number of state groups and should be given further study.

3. That state groups at the seminar without their directors were feeling a sense of closure, because they had progressed as far as they could without the leading official's presence and involvement in the discussions.

4. That some tentative statement should be made about program directions being taken by each state, but that these statements should be treated as tentative and not final indications of a commitment to a specific state plan.

5. That some value might be derived from the sharing of perceptions through heterogeneous grouping early in the morning, prior to the state reports. This type of grouping might function to enrich the level of inputs that the participants had already received through the training design excerises and the presentation of university papers.

6. That in some of the state groups there was a tendency for a professional group to dominate the discussion.

7. That participants might want to carry away with them four types of information: the basic description of their state plans, some indication of what other states are doing, a clear idea of the role SREB plays, and what the individual himself or herself should do next.

8. That state groups might want to meet briefly early in the morning.

9. That the participants might gain value from some appraisal of progress from the SREB staff itself.

10. That the region should see the SREB staff as program administrators and facilitators and not as distinct resources which are constantly available to individual state programs. But, that the project staff could define what services would be available through the Project to help each state facilitate the Project programs which are operated under the leadership of the state director.

11. That roles should be clearly defined, and that there should be some mechanism of doing this, as well as drawing together the various types of information that had been exposed during the seminar sessions. This could be phrased in terms of expectations for both the state progress and the individuals participating in state ABE activities. While these roles and expectations may be known within the individual state, it would be important to share that information among all participating states in the Regional Project, in order to facilitate the regional concept.

Because of the different progress levels of the states, a compromise was effected. The planning group decided that it would be desirable to allow each state team some time in the morning to summarize its work and prepare answers to three questions that would present information on its progress to the entire participant group:

a. Where do you think you are?

b. Where do you think you are going?

c. What is keeping you from getting there?

Each state would be allocated 15 minutes for that report, allowing time for Ed Brown and the Project staff to question each state representative and obtain from him information which would be helpful to overall Project operations. It was also agreed that Bill Phillips should be given time to make some remarks to the entire group, and that Jim Dorland would present some of his summary evaluations prior to the closing of the session.

Final Seminar Activities

Presentation by William Phillips

William Phillips, Regional Program Officer for Adult Education, discussed the changes that would be effected by the recently passed legislation which carries Adult Education through the twelfth grade. He indicated that each state would be required to develop plans for five years, including a detailed plan of action for one year. These plans cover the ways in which federal monies will be spent for ABE and for the high school program.

Commenting on the seminar activities, Mr. Phillips mentioned that each individual appears to perceive the ABE program in light of his own experiences. Local directors appear to be most interested in obtaining good teachers, maintaining and expanding the number of classes offered, and being sure that the proper supplies and facilities are available for these classes. Universities, on the other hand, are involved in decisions about the number and kind of courses, their locations, and the roles to be assumed by graduate students. State department officials appear to talk in a much broader range, but not in as detailed a fashion. Their concern was with federal monies and the amount and division of the SREB monies for the second year.

Mr. Phillips emphasized that it is the state director that assumes key responsibility for the ABE programs in each state. He makes the state decisions on the scope and content of the program, as does the local coordinator for his particular area. Mr. Phillips emphasized the necessity for balancing training with equipment and program directions so that the most balanced effort is achieved.

The success of the planning efforts undertaken at the seminar will be determined by the extent to which the state director accepts those plans and feels that they should become part of his state program. The director can receive guidance and counsel from his staff, but he is responsible for the decisions and for the program's success or failure.

The state director is also responsible for the funds allocated to each state under the Project. This was done purposely to insure coordination of efforts within each state.

One hope for change is the possibility of acquiring more full-time teachers in ABE and AE. The new federal legislation provides for day centers which can be open from seven in the morning until 10 at night, and possibly there can be full-time personnel staffing these facilities.

In that regard, it is important to be specific about what teacher training needs exist for personnel in different situations. The rural teacher must be all things to all people, while the urban personnel can be specialized more easily.

State Reports

Each state reported at this final session, either through the state director, the individual sitting in for him, or a panel. The reporters responded to the three questions posed by the planning group and were then questioned by the regional staff.

ALABAMA

Alabama has attempted to develop a state plan which will work with all levels, beginning with the volunteer teachers. The program looks at both the needs of the student and the needs of the teacher who would serve that student. The basic goal is to develop a staff which can promote ABE to become part of the overall educational program.

Specific goals include the promotion of ABE classes through public relations. Higher levels of professionalism is another goal, and this will be partially implemented through some incentive grants which will be given to teachers during the coming summer. A third goal is the development of guidance programs for adults, working with various supplementary agencies such as Vocational Rehabilitation. Alabama will also seek to implement an upper-level coordination group.

Efforts will be made to determine ways of recruiting and retaining ABE teachers as well as to determine criteria for action research. Continuous evaluation of the adult programs and development of sequential in-service training programs will be part of the Alabama efforts. Two two-week workshops for local ABE teachers are planned this summer at Alabama State University and Alabama A & M.

The biggest obstacle to the achievement of Alabama's goals is a lack of professionalism brought about by institutional and personal commitment levels. There is presently no commitment which provides a sound basis for planning. There should also be better coordination of resources among the various groups involved in reaching the target audience and improved lines of communication.

Question:

What training will be available to local teachers and other staff, particularly new ones, during the coming school year?

Response:

On- and off-campus courses are planned by both Auburn University and Alabama State University for the coming academic year.

Question:

This is the first year of an expanded state staff which is able to reach all sections of the state. What additional responsibilities have these staff members picked up in regard to staff development?

Response:

We are working closely with the college professors to promote the courses being offered. The staff has also enrolled in the courses, which has been a benefit, enabling them to relate to the teachers who are in those courses. We have also conducted a number of short teacher training workshops throughout the state.

Question:

What additional workshops are planned for the coming year to supplement these?

Response:

There will be at least 13 of these workshops during the coming year as well as some local ones planned and implemented by personnel in those areas. A two-day workshop is planned for local superintendents to inform them of ABE's goals, objectives, and philosophy.

Question:

You mentioned an upper-level coordinating group for which the participants in the New Orleans seminar will be held together to form the nucleus. What functions and responsibilities do you envision that coordinating group taking on?

Response:

There will be local teachers added to this coordinating group, and it might be useful to think about bringing them to future seminars. This group can help to implement the goals set out in our basic plan and to expand the plan to include more activities as they return to their local areas.

FLORIDA

The Florida plan has three components: the state department, the universities, and the local personnel. The plan is to increase the capability at each of these three levels, so that the pre-service and in-service teacher training effectiveness of the state of Florida will be enhanced.

A person has been added at the state department level to coordinate the activities of this plan. Money has been put into three new universities: Florida A & M, the University of South Florida, and Florida Atlantic University. Two counties have added a full-time staff development person to their roster from Project funds. These individuals formed a team that has been working to implement this plan. This group decided to have a statewide work conference of local directors, including ABE coordinators from these areas if such persons existed. The purpose of this work conference was to obtain information from the local coordinators on what they saw the university doing for them.

The professors have also been visiting the counties, getting the same sort of input and setting up a variety of in-service work activities based upon the determined needs of the local counties. The initial push was to get to as many teachers as possible with an initial orientation. The universities are also getting approval for credit courses on campus and, shortly, will be offering masters degrees in Adult Education.

Question:

You are the only person in the region so far who has been assigned specific staff development responsibilities. What have been your roles, responsibilities, and activities, and what plans do you have for activities in the future? In addition, one of the unique arrangements is the team including the universities and the local people, what are your responsibilities and relationship to this team?

Response:

I'm glad you asked that question. Some further clarification of that responsibility is needed. The staff development person, however, is responsible for coordinating aspects of the plan and facilitating the cooperative planning of all participants in the state, so that duplication of effort is minimized.

Question:

What appears to be keeping Florida from reaching its objectives, the response to the third question?

Response:

We are headed there, but it will take time for programs to evolve. Certification is one of the big problems that we are now coming to grips with. And we are grappling with broad definitions in the field of Adult Education. This includes the limits of Florida's responsibility in Adult Education and just what the field of Adult Education is and what it includes.

GEORGIA

The state is divided into quadrants, with a professional staff person from the state department assigned to each. There are four professionals on that staff, with one supported out of SREB funds. The University of Georgia already has a master's and doctoral program in Adult Education.

West Georgia College at Carrollton is working on a graduate program, and Albany State, a four-year institution in the eastern part of Georgia, will offer undergraduate courses in Adult Education. Georgia Southern College added a director of Adult and Continuing Education to serve the southeastern part of the state.

We began our work on the in-service training of teachers last year before grant monies were received. We have made use of the films for teacher training made by the University of Georgia.

Our plans in the future include additions of staff persons at West Georgia College and at Georgia Southern and increased numbers of local training activities. Two two-week workshops are planned; one two-fold activity at the University of Georgia for local coordinators and for ABE teachers with some credit hours in Adult Education, and one at Albany State for ABE teachers with no credit hours. We also anticipate putting in at least 17 learning centers throughout the state. These centers will not always be in schools, but in other facilities where they will be more available to adults. We also plan to train teachers and administrators in the use of individualized materials.

One of our concerns is that we in the state department feel a need for more training. We also need more state staff in order to cover our responsibilities more adequately. There is also a need for our staff to move into specializations of effort as time goes on.

Question:

One of the unique things in Georgia is the relationship that exists between the university and other participating colleges. Would you comment about that relationship?

Response:

For example, teachers taking courses at Albany State are given credit at the university. The university grants credit for activities at these institutions. The way this is done is that faculty at these colleges become adjunct professors of the university.

Question:

Another unique arrangement in Georgia is the relationship between the state department staff member in each quadrant, the college staff, and the local coordinators. Would you comment about that relationship and the number of times that these individuals meet to carry on their activities?

Response:

The state department staff member and the university personnel meet with an advisory committee, composed of the local coordinators, in each quadrant. They meet monthly, and one result is the setting up of the seminars and conferences for the local teachers in each quadrant.

Question:

You mentioned a desire for greater specialization; would you comment about the areas of specialization that might be desirable given the direction of your plan?

Response:

I think the two individuals needed are a materials specialist and an expert in guidance for the adult learner. These are the two that we need at present.

Question:

Would you comment on the outcomes of the numerous coordinators' conferences which have been characteristic of the Georgia program during the past year?

Response:

I think we have developed a common philosophy and dedication to helping people. We tend to talk about improvement of programs and obtaining additional resources, but necessarily or initially about funds.

MISSISSIPPI

There are extensively operating programs in the local areas of Mississippi. We have also had the state department and the university cooperatively functioning to enhance these programs. However, the greatest thrust of our combined efforts in the next year will be to increase the capability of the local program efforts. This will involve us in the same type of in-service workshops and seminars that have been cooperatively operated during the past year.

We plan to work on this development of local capability through training teams, somewhat similar to the type that have been developed in South Carolina. Capabilities for members of these teams will be developed at different institutions throughout the state: the University of South Mississippi, for example, will work on the development of reading resource personnel at their summer workshop. There will also be workshops during the summer at Mississippi State University and

Jackson State College. The workshop at Jackson State will be directed to new ABE teachers, and the workshop at Mississippi State will be on teaching team training.

There will be continued assistance provided to the local areas from the state department and the university level after these summer workshops. The local areas will work on their own individual plans, identifying their training needs and the types of resources that should be made available to them. State department staff will coordinate the implementation of these plans and will also work out the evaluation procedures in cooperation with all of the groups that participate in ABE work throughout the state.

We have also been concerned about certification standards, and the group here has made a recommendation that the state department staff develop guidelines for the certification of ABE teachers. Mississippi also feels that it should conduct some study to determine the cost effectiveness relationship between individualized instruction and traditional classroom work.

There is a problem that we currently face; that is our inability to obtain the type of teacher desired at the in-service training workshops, because many of these teachers have other commitments which prohibit their attendance at ABE workshops.

Question:

You mentioned that the three institutions participating in the program are having summer institutes: Jackson State will be working with new ABE teachers, Mississippi Southern on reading, and Mississippi State on teaching team training. To what extent will they become specialized in these areas, and what other responsibilities will they have?

Response:

They will probably continue to maintain these area specializations but will cooperate when called upon to perform general responsibilities within the state.

Question:

You have secured a relationship where the university staff has been the active training arm of the department in these numerous seminars. How has this enhanced your program, what in particular did the university contribute and what did the state staff contribute?

Response:

It definitely has enhanced the program, with the university contributing resource expertise and the state staff implementing and coordinating the program.

SOUTH CAROLINA

We have begun work on a state plan, refining the definitions of the needs and resources which can be applied. There is a state team, composed of the university representatives and the state department staff, working on this. In our immediate plans there is a workshop on administration in Columbia, South Carolina for coordinators and superintendents. There are also plans to improve level one teachers through a three-day reading workshop at Columbia College and plans for a three-day seminar to develop a cadre of resource people. One of the efforts of the team approach in South Carolina is to develop groups of resource people to be available throughout the state.

A preliminary meeting has also been planned to look at what is needed for certification of AE teachers in South Carolina. We also plan to expand the number of university team locations from four to eight with training teams at both the University of South Carolina and South Carolina State. The guide for teacher trainers is being refined and should be available at some not-too-distant period.

We are required in South Carolina to work on a five-year plan for activities, and this five-year plan will move us towards some type of evaluation process of the program in our state.

Question:

What is the relationship between the state department and the university staff, between the state department of education and teaching teams, and between the university staff and the teams?

Response:

The state department and the university staff act as the coordinators of the teams. The state department helps in the movement of these teams to meet specific responsibilities in local areas and to be on call to local coordinators, and the university provides the resource and training support for the individuals who are part of these teams.

Question:

What has been the success of these teams so far?

Response:

They have begun an extension of our in-service teacher training capability to reach a variety of local areas and local programs and to provide the sort of resource which local coordinators have been asking for in their programs for some time.

Question:

(by Dean Paul Mohr, Florida A & M University) It is my understanding that South Carolina State College, as well as the University of South Carolina, participates in the program. You have not spelled out clearly what South Carolina State's role is, and I wonder if you could comment on that?

Response:

One of the problems at South Carolina State is that this is a period of transition between the initial staff member and the second one to come on. Allen Code came from the state department to South Carolina State and is now developing programs and will become a member of the South Carolina planning team and operate courses similar to those offered by the university.

TENNESSEE

The Tennessee group has used the seminar to begin exploring the resources available within the state and defining role responsibilities and the types of activities that will be carried out at each level. In the search for role definitions, the various groups involved in AE/ABE formulated plans directed at increasing staff development capabilities. The local program supervisors plan to involve teachers actively in local program planning. In addition, they plan to acquaint all new teachers with material, record-keeping procedures, and characteristics of the adult learner. (These actions will be taken when more thorough pre-service training time is limited.) The university members have made tentative commitments to provide residence training for adult educators and to assist teachers in diagnosing needs. The determined teacher needs will be used in planning course content. There are plans for the state department staff to appoint a representative planning and evaluating committee which will meet periodically to determine progress made in the professional growth of the state's adult educators and to develop strategies to continue the enhancement of the Adult Education programs.

Plans have been made to continue workshop operations at the University of Tennessee and Memphis State University as well as to expand the involvement of the Tennessee State University.

Question:

There are three universities in the Tennessee project, but Tennessee is such a large state that eight or 10 universities would be required to service all of the geographical areas. What activities are planned at other state institutions, and how does the relationship with these institutions differ from the relationship to the three institutions directly involved in the Project?

Response:

The Tennessee State Department is not only involved directly with the three institutions that are part of the Project, but maintains a continuing relationship with eight or 10 other institutions throughout the state that provide supplementary resources and assistance to in-service teacher training activities that are part of the Tennessee program.

Question:

One of the unique resources which Tennessee contributed to the Project was the Institute for the Blind which was held in April in Nashville. Would you comment about this unique institute?

Response:

The lady concerned is part of the Senior Citizens Council in Nashville and has developed a unique workshop for training individuals to work in ABE with the blind. This workshop has been so effective that participants from throughout the region have attended two such meetings and worked on very specific techniques which can be used in teaching the blind.

Staff Reactions

DR. PRESTON TORRENCE

All of the reports indicate that the region and the individual states are making honorable strides. However, we discourage complacency and, therefore, I would like to throw out a few ideas that I feel apply across the region. First, there should be greater teacher involvement in planning institutes and workshops; they usually have a great deal to say and can possibly provide a valuable resource. We could learn a great deal from local teachers if we were capable of listening. Through them we could begin to mount programs which would tak calculated steps to solve some of the continual problems faced in recruitment and retention.

Thought should be given to the selectivity of individuals for ABE teaching assignments, and some relevant criteria for selection established. These criteria should include the individual's potential, sensitivity, sincerity, flexibility, and commitment, as well as the level of competence which might be demonstrated. There should be some relation of these attributes to the type of atmosphere which is created for the ABE learner. Some thought should also be given to the types of facilities that affect the climate, atmosphere, and environment for learning.

Realistic consideration should be given to the potential ABE client. We should face up to: who the people involved in the program are, where they are located, and what the best possible approaches or methods are for getting the target population to participate in programs and for keeping them involved once they begin participation.

In the design of a program realistically geared to meet the needs, consideration must be given to the selection of staff, the coordination of the efforts of a variety of agencies involved at the local level, and the need to provide greater awareness of the program among the total population connected with Adult Basic Education. Only in this way can the resources that SREB makes available be most usefully applied to assist in the local areas.

DR. CHARLES KOZOLL

There are two concerns that I would like to raise with you at this point. First, it appears that one of the things talked about in all of the state reports that dealt with what is keeping them from meeting their objectives is the issue of professionalism. One of the questions raised at previous seminars has been: What are the marks of a professional? Consequently, it seems to me that one of the most useful activities that the groups can collectively perform is defining the marks of a professional in this field and deciding how some standards for professionalism can be set.

The other point to note is the role that consultants have played in this regional seminar. There was some comment after the Atlanta seminar that the consultants did not do what was expected of them; i.e., prepare a speech and talk to the participants about some aspect of ABE. This is not how we conceived of their function and not how they have operated at all three of these seminars. We see our consultants (and we are very lucky to have such skilled ones) as facilitators and questioners of the process. Their objective is not to leave us satisfied with our accomplishments but to continually force introspection about the answers provided and raise the group from a minimum to a maximum level of performance. Consultants are not supposed to make their clients comfortable, if they are doing their job properly. Our consultants perform that function of raising our expectations and productivity levels and constantly serve as productive irritants to our collective deliberations.

Comments by James Dorland

I was invited to attend this seminar as a representative of NAPCAE. As part of my responsibilities, I was asked to prepare some evaluatory remarks. And as part of that activity, I should like to indicate that we feel that NAPCAE has a potential relationship to the activities of this Project, since it has both regional and national significance. NAPCAE should be looked upon as the voice of Adult and Continuing Education in Washington and as a resource which can be employed by all of you to further your program activities and advance them. We look forward to continuing involvement in the Project.

In my opinion, one of the significant aspects of the Staff Development Project is that it is the only one of its kind in the United States. I had the opportunity to work with the state directors from Region IV for several years prior to the actual funding of this project, and I am aware of many of their aspirations and of some of the roadblocks which had to be overcome before this Project became a reality. Furthermore, there were several other regions in the United States which had similar ideas about a regional consortium approach to Adult Basic Education and these regions were never funded. They, of course, are looking at this Project with interest and anticipation to see what the ultimate payoff might be. What has heartened me perhaps more than any other single feature has been that I have seen a regional cohesiveness develop and am actually thrilled about the number of new young people who are becoming involved in Adult Basic Education in this part of the country.

My involvement as a consultant is on behalf of the National Association for Public Continuing and Adult Education. As a national voice for our field, our Association has a vital concern and interest in this Project. We hope that you will view us as a resource for publications, services, and for any other appropriate activities which might develop from the Project. We will be pleased to relate to the rest of the country some of the things which are happening through SREB. You are now approaching the end of the first year of the three-year Project and although we are all pleased over some of the things that have already occurred, we are aware of the magnitude of the task yet undone. I am glad that you consider NAPCAE as your partner in this Staff Development Project.

Final Planning Group Meeting

Following the closing seminar session, the planning group met briefly to discuss some concerns which were raised through the seminar and the next steps for that group. The following matters were discussed:

1. That some thought be given to the types of future seminars to be held. There is some debate as to whether there should be total group meetings, or whether specialized professional groups should meet regionally for a period of time to discuss some common concerns.

2. That there was disagreement among the staff associates, based on their own state needs and experiences, concerning the way in which regional activities should be approached. Some felt that they were at the stage where highly specific meetings would be useful, while others felt that the structured approach had been extremely useful at the New Orleans seminar and might further state goals by affording this same sort of opportunity at future regional gatherings.

3. That some mechanism be established so that the informational inputs of the staff associates could be continued and used to supplement the total regional perspective that the SREB staff obtains by working with the state directors and by traveling throughout the region.

4. That, with a consent of the state directors, staff associates be asked to assist in the preparation of the seminar report, reviewing the initial draft that will be prepared by SREB staff, and to assist in the development of an instrument for evaluating seminar outcomes, based largely upon the activities which take place post-seminar in their individual states.

5. That the seminar report have the effect of indicating what next steps might be profitable, rather than indicating that goals had already been achieved. And that the staff associates be used to help validate the final report in terms of the differentiated outcomes which may have resulted from the seminar activities.

It was agreed that the state directors would be requested to allow the staff associates to meet late in May or early in June to review the seminar report, make suggestions for revision, and help to design an evaluation instrument to review the accomplishment in each state at the seminar.

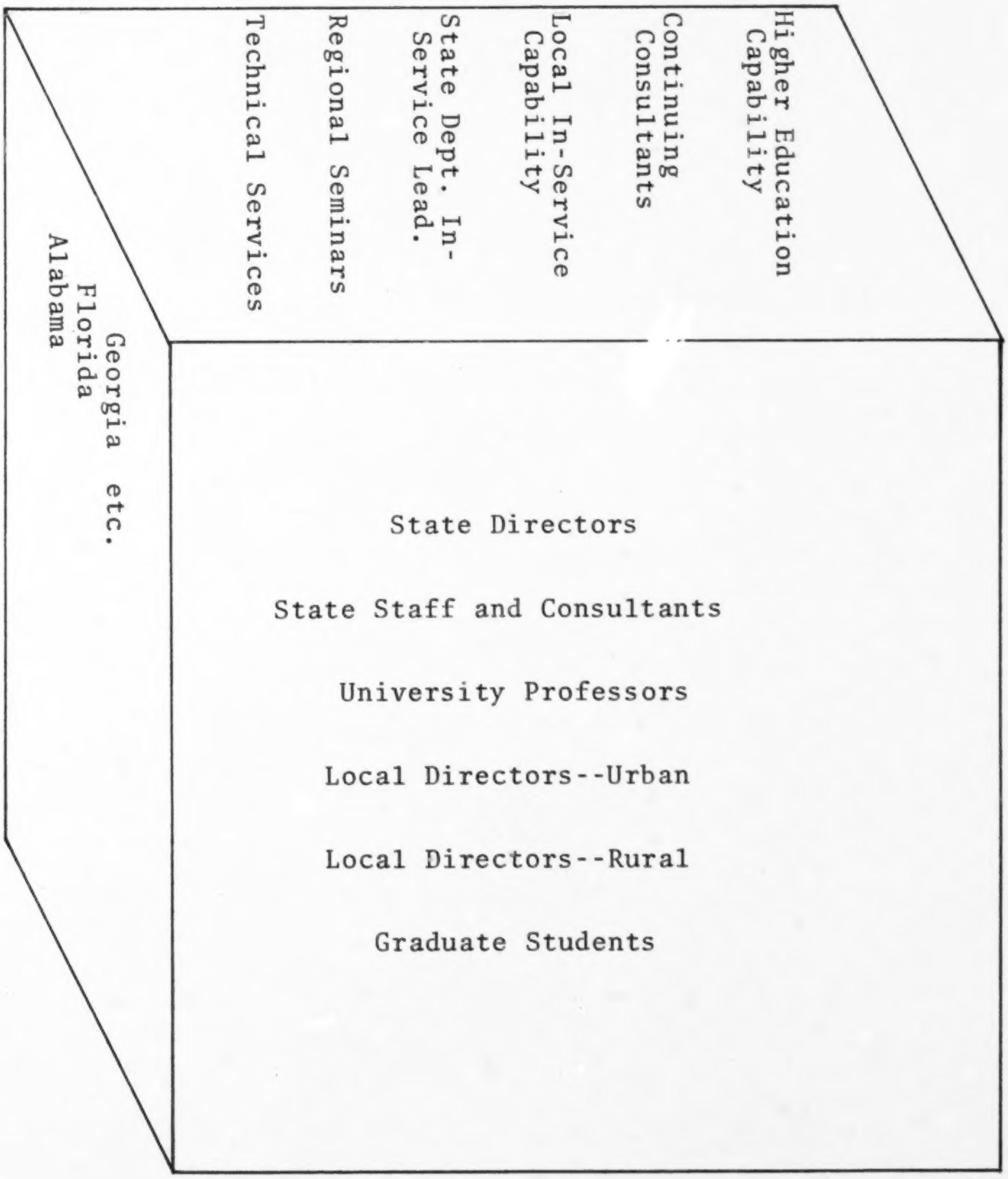
Finally, interest was shown toward interstate visitation by the staff associates, state department staff, university persons, and local program personnel, so that each could profit from the activities taking place in other states. Ed Brown pointed out that the Regional Project staff encourages this and will act to facilitate the type of regional exchange that can be accomplished by these visitations. The purpose of the visitations should be both to enhance the state programs and to enhance the individual who in turn would enhance the state programs.

APPENDIXES

C

SREB PROFESSIONAL DEVELOPMENT MODEL

New Orleans Regional Seminar


Higher Education Capability
Continuing Consultants
Local In-Service Capability
State Dept. In-Service Lead.
Regional Seminars
Technical Services
Georgia etc.
Florida
Alabama
State Directors
State Staff and Consultants
University Professors
Local Directors--Urban
Local Directors--Rural
Graduate Students

E. M. Easley, 4-70

TRAINING DESIGN - SOCIO-TECHNICAL SYSTEM

Introduction

This presentation was made by Ed Easley, based on data gathered from similar training efforts around the country and modified by the particular needs of the Staff Development Project. Each participant received an SREB professional development model which described the interrelationship of the Project participants and the Project activities.

This model points out that there are three factors in staff development: one, an occupational ladder; two, human resource inputs; and three, training inputs (degree programs, institutes, or workshops). These three factors can be seen in the light of one definition of staff development: The improvement of the vocational competence of professionals using training resources with a definite and prescribed methodology.

The planning process should be viewed as an activity which enhances the total system. In this model planning process, there are three variable groups:

1. Personnel

2. Facilities (buildings or programs)

3. The interaction (which can be called the product capability)

The interaction between personnel and facilities may be in the form of communications networks or staff development plans. The communications network is influenced, of course, by who the personnel are and what the facilities contain. And, likewise, the personnel and facilities are influenced by the interaction once that process begins. When the interaction begins perceptions are changed, new programs will have to be launched, and resources reallocated or new funds obtained. These activities can be accomplished through the interaction network and through the planning process. There is constant interaction between personnel and facilities on the one hand and the resulting interaction network on the other; this operating arrangement is called a "socio-technical system." This arrangement can best be seen by working through a hypothetical model, demonstrating its parts and the interaction between the various groups.

Identification of Resources

I. Human Resources - Under the leadership of the state director there are:
  A. One consultant
  B. Two professors of Adult Education at the local universities
  C. 10 graduate students at various stages of their development at the local universities
  D. 42 local directors
  E. 715 Adult Basic Education full- and part-time teachers
  F. One half-time budget assistant from the state department of education

II. Technical Inputs
  A. State offices
  B. Department of Adult Education at the local university
  C. Four full-time centers
  D. 34 part-time centers

III. An Interaction Network Already Operating

IV. Factors Applied to the System
  A. $750,000 (the ABE budget)
  B. Local effort ratio of 32 cents contributed by the local area for every dollar of federal funds allocated
  C. A state effort of five cents per federal dollar allocated (approximately 10 percent of the total amount)
  D. A university contribution of five cents on each dollar of funds allocated to them
  E. Teacher pool of six to one, six available teachers for every one employed
  F. An administrator pool of minus three to one (meaning that for every three positions only one person is employed or a deficit of two individuals)

The Planning Process

Establishing Goals

The state director in this situation has set himself two goals:

1. A three-year plan with a projected increase of five percent each year.

2. The addition of the following elements to his system:
    a. Vocational education liaison
    b. Community college involvement
    c. A volunteer program in urban centers
    d. Teacher-training institute

The state director has also realized the following:

1. The state department officials are aware of how to perform the function of vocational education liaison; they know the persons involved and the process implementing liaison (and no other parts of the system have that capability).

2. The state department officials know how to get along with community colleges.

3. Only the local directors in the urban areas know how to mount the volunteer program.

4. The state department officials, universities, and the local directors are acquainted with the process related to the teacher-training institute.

As a result of this evaluation, the state director is aware that item four, the teacher-training institute, is part of the communications network. (It is important to make this identification of elements already a part of the communications network; the other additions to the system will require expansions of the communication network). The volunteer program might be implemented easily in cooperation with the local directors, but the others may require additional effort. This is a value judgment that the state director must make.

Communications Network

The state director has three communications networks:

1. Bulletins which go out to the local directors.

2. One annual meeting with the local directors, who in turn issue their own bulletins and have meetings with their teachers.

3. The state director talks with his consultant, who in turn communicates with the university professors, who communicate with the graduate students.

The total communications network indicates that the university is the best place to begin the program, as it has the most effective means of communication. The one meeting with local coordinators would not be enough of an opportunity to implement the vocational and community college program.

Planning Rationale

Three steps were taken before this point was reached: one, available resources were defined; two, the interaction network was explained; and three, the goals were indicated. Based on the activity, the decision of the state director is to embark upon two activities:

1. Increasing the communications network, in effect laying the bases for the activities which cannot be accomplished now but are planned for later implementation.
2. Increasing the efficiency of the teacher-training institutes.

The highest priority might be to increase the communications network.

The planning process itself contains the following steps, using this model plan of action.

1. The assessment of needs, including both the human and technical goals. (What kinds of personnel and facilities will be needed to implement these goals?)
2. A training and development stage, designed to effect personnel utilization. (For making best use of personnel currently available, this includes the consultant, the university staff, graduate students, and local directors?)
3. Resource allocation, including strengthening currently available resources through personal development and training and beginning to obtain the resources which will be needed to implement further sections of the proposed plan.

4. Network implementation, which necessitates feeding the inputs from each of the available resources into the current system; this activity can be seen as communications support. (This activity expands upon the development of currently available resource persons by keeping them in touch with individuals throughout the system who can facilitate their improvement.)

5. Capability maintenance, which includes the ability to sustain the new action or program implemented; this includes strengthening interaction.

At this point in the process, the activities of a monitor must be established. There is no point in strengthening the activities of the network if the wrong things are being strengthened. The functions of the monitor are to assess the impact of these decisions and to determine alternate strategies, if these become necessary, based on the interaction which has been established.

Alternate strategies should be developed, even though it appears that the system is going well. Elements of disfunction will appear, as a matter of course, through the process of growth in any one resource of the total system. For example, as the university program grows, elements within it will emerge that may prove disfunctional to the total Adult Basic Education system within a state. Alternate strategies must be ready, enabling the plan to move forward toward its goal of a five percent increase each year.

6. Enhancement of services, accomplished through increasing or shifting personnel, or shifting resources (this can be accomplished with or without a five percent yearly increase).

Implementing Goals

The state director's choice in this case is to work only through the state department and the university. The following steps could be taken:

1. Identifying personal goals in terms of the major goals. This would include include increasing teacher-trainer confidence by working with the existing pool of teachers (which is already sufficient), and by increasing the pool of available administrators.

2. Identifying technical needs, such as increasing the number of technical centers by one and increasing teacher training potential through in-service programs and not pre-service programs. Also involved would be increasing the level of administrator competence by upgrading the teachers currently within the system.

3. Utilizing the present system to generate increased activity, including the assignment of the consultant to develop the teacher trainer project, as he is already within the communications network. The university professor could be used to assist in the development of administrator training because he too is in the communications network.

4. Personnel employment, which involves asking the university professor and the graduate student to provide field work for the director of the new center. Someone must be assigned the task of defining the real teacher training needs which could become part of the in-service training program. The consultant could then work with the university professor and the graduate students to translate these needs into meaningful cognitive terms. The results would be research which could be abstracted to underline the operational program training needs.

5. Making professors of Adult Education part of the state informational network by asking them to provide descriptive utilizations of research and personnel.

6. Allocating resource development funds to assign the graduate students to work with the new center director (one half-time teaching assistantship for a graduate student to work on research related to this teacher training project).

7. Strengthening the network through regular meetings between the state consultant, the university professor, and the graduate student. These meetings would also importantly involve the local coordinators. This would strengthen the communications network by putting the local directors in regular contact with the consultant - university network. The network would also be strengthened by placing the professor on call to the 10 administrative interns who would become directors or coordinators of local programs. Money would also be spent through the teaching assistant to define research priorities in terms of program needs.

The monitoring process at this point enables the state director to employ an alternate strategy. The state director's assessment prior to this concerned the value of the research which was being paid for out of ABE funds, in light of that research relationship to program needs. If the research was not meeting those needs, his decision would be to shift those monies to specifically targeted fellowships. Those indivduals given fellowships would be under the direct supervision of the state director. If the workshops operated under the university aegis do not prove effective when evaluated, the alternate strategy would be to move them to local in-service training workshops. The university assessment should be in light of the extent to which the on-call system creates a heavy load for staff; the alternate strategy in this case would be to work with the local directors through a regularized course program, rather than being on call to them.

(Time-Resource Allocation Chart follows on next page.)

Purpose of the Exercise

This planning process is only a framework onto which can be built the flesh and blood of an operating system. Goals must be articulated and defined; following that, the steps necessary to achieve those goals must be plotted. Those steps leading up to the goal should be systematized. The system itself should constantly be revised and changed.

TIME-RESOURCE ALLOCATION CHART

Personnel[1]	First Year	Second Year	Third Year
	State Staff	One Consultant	
	University and Institute Administrators		
			(Three Administrative Fellows)
		(Six Regional Workshops)	
Technical Support[2]			
	State Institute Administrators	Increased Regional Programs	
			(Four Manpower Centers)
Training[3]			
	40 New Teachers In-Service	40 New Teachers	40 New Teachers at In-Service Workshops
	10 Administrators	250 Participants at Regional Workshops	
			250 Participants at Regional Workshops
		10 Administrators Continued	(Four Fellowships) (Four Jobs) (Two Dropped)

[1] This chart outlines the method of the annual five percent increase. A consultant would be added the second year. The base load would be maintained at the university level for all three years with the same number of professors and graduate students. The special institute program could be continued the second year, but the third year as an alternate strategy three administrative fellows could be added. The six regional workshops are alternate strategies to the one large university-run workshop.

[2] State support for regional activities would be increased during the second year. Funds for regional workshops would be increased as well. The institute administrators would be continued for the second year but dropped during the third because of the alternate strategy. Funds for the four manpower centers as an alternate strategy would be deferred until the third year.

[3] The change in strategy would result in removing the 10 administrators from the design and allocating four fellowships and four jobs in manpower centers. Two positions would be dropped.

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